DOCUMENT RESUME

ED 086 609 SO 006 827

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TITLE	Labor and Management: Social Studies. 6448.12.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	46p.; An Authorized Course for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Arbitration; Collective Bargaining; Collective Negotiation; Course Objectives; Curriculum Guides; *Economic Education; Grade 10; Grade 11; Grade 12; *Industrial Relations; *Labor Unions; Learning Activities; *Management; Resource Guides; Social Studies; *Social Studies Units; United States History
IDENTIFIERS	*Quinmester Program

ABSTRACT

This elective quinmester course for grades 10, 11, and 12 on labor and management presents a historical analysis of public policy concerning business, trade unions, and collective bargaining. Focus is on the American labor movement, causes and effects of labor-management disputes, and public and private methods and agencies for dispute settlements. Students are given an opportunity to examine and make judgements on the historical development of labor unions in the United States and to analyze contemporary and future implications of labor management relations. The six major course topics are the role of labor and management; the background of unionism; three philosophies for labor organization; areas of conflict; arbitration-mediation; and the future role of unions. Similar to other quinmester courses, this course is arranged into a broad goals section, a content outline, objectives and learning activities, and a resource materials guide. (Author/KSM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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Social Studies: LABOR AND MANAGEMENT 6448.12
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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 086609

SOCIAL STUDIES

LABOR AND MANAGEMENT

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by

Jerry Henderson

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A HISTORICAL ANALYSIS OF PUBLIC POLICY CONCERNING BUSINESS, TRADE UNIONS, AND COLLECTIVE BARGAINING WITH PRIME FOCUS ON THE AMERICAN LABOR MOVEMENT. CAUSES AND EFFECTS OF LABOR-MANAGEMENT DISPUTES, PUBLIC AND PRIVATE METHODS AND AGENCIES FOR DISPUTE SETTLEMENTS.

CLUSTER: Political & Economic Studies
GRADE LEVEL: 10-12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: Previous coursework in American and World History and Introductory Economics is recommended.

COURSE RATIONALE: TODAY'S STUDENTS NEED TO MORE FULLY UNDERSTAND THE INTER-LOCKING ROLES OF LABOR AND MANAGEMENT IN THE ECONOMY OF THE UNITED STATES. IN THIS COURSE STUDENTS WILL BE GIVEN AN OPPORTUNITY TO EXAMINE AND MAKE JUDGMENTS ON THE HISTORICAL DEVELOPMENT OF LABOR UNIONS IN THE UNITED STATES AND TO ANALYZE THE CONTEMPORARY AND FUTURE IMPLICATIONS OF LABOR-MANAGEMENT RELATIONS.

COURSE GOALS:

1. THE STUDENT WILL DISTINGUISH BETWEEN THE ROLES OF LABOR AND MANAGEMENT IN THE AMERICAN ECONOMY.

2. THE STUDENT WILL EXAMINE THE HISTORICAL BACKGROUND OF UNIONISM WITH EMPHASIS ON THE SOCIAL AND ECONOMIC CONDITIONS WHICH LED TO THE RISE OF LABOR UNIONS IN THE U.S.

3. THE STUDENT WILL DESCRIBE THE ORIGINS AND ORGANIZATIONAL GOALS OF THE KNIGHTS OF LABOR, THE AMERICAN FEDERATION OF LABOR, AND THE CONGRESS OF INDUSTRIAL ORGANIZATIONS.

4. THE STUDENT WILL EXAMINE THE MAJOR LEGISLATIVE ACTS CONCERNED WITH LABOR-MANAGEMENT RELATIONS AND THE ROLE OF U.S. COURTS IN PROVIDING GUIDELINES FOR THE SETTLEMENT OF LABOR-MANAGEMENT DISPUTES.

5. THE STUDENT WILL ANALYZE THE TECHNIQUES OF ARBITRATION AND MEDIATION AND EVALUATE THEIR EFFECTIVENESS IN SETTLING LABOR DISPUTES.

6. THE STUDENT WILL IDENTIFY SIGNIFICANT LABOR-MANAGEMENT PROBLEMS IN THE CONTEMPORARY U.S. AND PREDICT THE ROLE OF LABOR UNIONS IN SOLVING LABOR-MANAGEMENT PROBLEMS IN THE FUTURE.

COURSE CONTENT OUTLINE:

I. ROLE OF LABOR AND MANAGEMENT

A. Labor
   1. Marginal Productivity
   2. Supply of Labor

B. Management
   1. Profits
   2. Demand for Labor

II. BACKGROUND OF UNIONISM

A. The Industrial Revolution
   1. Creation of Mechanized Factories
   2. Growth of Urban Centers
   3. Change in Social Patterns

B. Organization of Labor Unions
   1. Goals of Business
   2. Living Conditions of Worker
   3. Goals of Labor

III. THREE PHILOSOPHIES FOR LABOR ORGANIZATION

A. Knights of Labor

B. American Federation of Labor

C. Congress of Industrial Organization

IV. ARENAS OF CONFLICT

A. The Strike Becomes a Weapon

B. Labor-Management Legislation

C. The Courts Pass Judgment

V. ARBITRATION-MEDIATION

A. The Role of Government

B. Enlightened Self-Interest

C. The Force of Public Opinion

VI. FUTURE ROLE OF UNIONS

A. Public Employees: For the Common Good

B. Technology: The Changing Role of Labor

C. Labor-Management: A Constructive Partnership

GOAL #1: THE STUDENT WILL DISTINGUISH BETWEEN THE ROLES OF LABOR AND MANAGEMENT IN THE AMERICAN ECONOMY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. LABOR.	A. The student will describe the unique characteristics of labor.	1. Begin class by asking students to define the term Labor. Direct attention to definitions or examples which may possess positive or negative connotations. 2. Ask students to describe jobs they have had with emphasis on their motivations to seek employment, brief descriptions of their duties, their relationships with employer, any labor union activities they were engaged in or observed, and the rewards of their employment. 3. After reading Chapter One of An Introduction To The American Economy, ask students to provide definitions for the four factors of production. Using the chalkboard or an overhead projector, list the characteristic given for each factor. 4. After reading Part A of Chapter Four of An Introduction to The American Economy, encourage the students to evaluate the interlocking relationships between the factors of production by asking: a. How do the roles of natural resources, capital and management affect labor? b. How does the role of labor affect natural resources, capital, and management? c. What characteristics distinguish labor from the other factors of production?
II. MARGINAL PRODUCTIVITY	B. The student will explain the marginal productivity theory of labor.	1. Referring to the jobs discussed in Activity 2 above, ask students to consider if additional workers performing functions identical to theirs would have been to their employer's advantage.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		The students should consider: a. What effect more workers would have had upon output? b. What relationship existed between the efforts of the workers and the rewards gained by the employer? 2. After reading Part B of Chapter Four of An Introduction to The American Economy, call upon students to evaluate the decisions made by the employers in the preceding activity and compare with the limitations emphasized by the Law of Diminishing Returns. 3. Using an overhead projector display the Marginal Productivity Charts (Figures 4-4 and 4-5, Chapter Four of An Introduction to The American Economy) and ask the following questions: a. At what point does the Law of Diminishing Returns appear to have effect? b. What would be the effect of adding additional labor units past the point identified in a.? c. What would happen if the public demand for the product or service provided by the firm increased? Decreased?
III. SUPPLY OF LABOR.	C. The student will identify factors which influence the supply of labor.	1. Ask students to bring the classified ads section of a local daily newspaper to class. Conduct the following exercise: a. The teacher or a student can record on the chalkboard or overhead transparency the lists developed by the class during this exercise.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

b. Ask students to list employment positions in the classified ads which they consider themselves qualified to perform.
c. Ask the students to list some of the employment positions in the classified ads which they do not consider themselves qualified to perform.
d. Have the students compare the two job lists and prepare a list of job qualifications which distinguish the list for Activity c. from the list for Activity b.
e. Using the list (d) ask the students to condense the job qualifications into tentative factors which affect their ability to enter the labor market.

2. Utilizing the exercise in Activity 1. call upon the students to briefly describe their vocational goals and what plans they have to gain the job qualifications required by their proposed careers. (NOTE: Additional education will probably be the most common answer given by the students. The teacher should direct attention to consideration of other factors - transportation requirements, personal and family financial requirements, etc.)

3. Student responses to Activities 1. and 2. may lend themselves directly to a discussion of the factors listed in An Introduction to The American Economy (Skill of the worker, Mobility, Minimum Wages, and Labor Unions). If not, the teacher can suggest these factors and ask the students to group the job qualifications discussed in class under the appropriate factor listed in An Introduction to The American Economy.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Class discussion of the effect of child labor laws, 40 hour work week, Social Security, employment licensing requirements, etc. upon the Supply of Labor. Selected students can, after independent research, construct graphs which display the effect of the factors identified during class discussion have on the Supply Curve for Labor. 5. After students have read Unit Eleven, "Wage Systems," in Industrial, Labor, and Community Relations, ask students to discuss the effect of money wages vs. real wages, working conditions, and the profit and loss system upon the supply of labor.
NAGEMENT.	D. The student will describe the role of manager as entrepreneur.	1. After the students have read Part D of Chapter Seven of An Introduction to The American Economy, initiate class discussion by asking: a. What is the prime responsibility of management? b. What is the relationship of profits to management's role? 2. Call upon the students to again consider their personal work experiences and to compare their job responsibilities with the responsibilities of their "bosses." Two lists of the relative responsibilities should be prepared. Ask students to propose reasons why the different responsibilities listed could serve as criteria for defining labor and management. Are some responsibilities common to both labor and management? Which responsibilities are considered unique to labor? Unique to management? 3. Encourage the students to envision the class as a business enterprise and to assign the teacher the

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		role of management and the students the role of labor. Construct lists of goals and responsibilities which the manager and workers might have in this "business.": a. What similarities and differences are revealed in the lists? b. Could the roles be reversed, and, if so, what effect would this have upon the lists of responsibilities and goals? 4. After reading Section 28, "The American Executive" in Comparative Economic Systems, ask students to compare attitudes of Henry Ford with those of modern executives. What limitations are met by the modern executive which distinguish him from the entrepreneur of Henry Ford's era? 5. Advanced students can be assigned to research and report to the class on the entrepreneur theories of Adam Smith and Joseph Schumpeter. 6. After reading John Stuart Mill's essay "On Wages and Salaries" in Readings and Cases in Economics, ask students to compare Mill's theory concerning management "wages" with the portrait of management presented in Section 18, "The American Executive," in Comparative Economic Systems. Can contemporary examoles be cited which support Mill's theory? Which refute Mill's theory? 7. Show the film: The Managerial Revolution. 8. Show the film: The Modern Corporation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. DEMAND FOR LABOR.	E. The student will identify the factors which influence the demand for labor.	1. Using an overhead projector, display reproductions of Figures 6-1 and 6-2 from An Introduction to the American Economy and ask the students to explain how a manager might use the value-added (Marginal Productivity-Marginal Revenue Product) method to determine the most efficient number of employees to hire. 2. Using an overhead projector, display a transparency of the graph presented in Figure 4-6, "Labor Costs and Output In Manufacturing," in An Introduction to the American Economy. What effect has labor saving capital (technology) had upon manufacturing in the U.S. during the past two decades? What has been the effect of new technology upon the demand for labor? 3. Assign an advanced student to research and make a class report on current Minimum Wage Laws. What effect do such laws have upon the demand for labor? 4. Assign selected students to contact the Placement Offices of local universities and colleges to determine which graduates are most readily placed. Also contact the State Employment Service about unskilled, skilled, and professional employment opportunities in the local area. What factors have influenced the demand indicated by the employment agencies contacted? How does this demand reflect the judgment of management?

GOAL #2: THE STUDENT WILL EXAMINE THE HISTORICAL BACKGROUND OF UNIONISM WITH EMPHASIS ON THE SOCIAL AND ECONOMIC CONDITIONS WHICH LED TO THE RISE OF LABOR UNIONS IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. HE INDUSTRIAL EVOLUTION.	A. The student will discover the effect of the Industrial Revolution on manufacturing techniques.	1. After reading Section 1, Chapter 26, of World History and Cultures, ask the students the following questions: a. What is the most needed item in an age of industry? b. Between 1815 and 1870 what were the two primary sources of industrial power? What were some of the disadvantages of the water wheel? The steam engine? c. Describe the two initial phases of the Industrial Revolution. d. What was the first industry in England to be industrialized on a grand scale? e. What was the importance of Henry Bessemer's invention? 2. After reading Part C, "Evolution and Concentration of Business," in Chapter 3 of An Introduction to the American Economy, ask students to explain the difference between fixed costs and variable costs. Which category of costs increased significantly following the Industrial Revolution? How did the increase in fixed costs encourage separation of ownership and control? What effect would separation of ownership and control have upon the relationship of labor and management? 3. After directing the student's attention to the four drawings on page 52 of An Introduction to the American Economy, ask the following questions: a. What industry seems to be illustrated? b. How do the drawings portray the developmental stages of the Industrial Revolution?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. What source of power is shown in each drawing? d. What evidence for changes in fixed vs. variable costs is presented in the drawings? e. What speculations concerning the possible separation of ownership and control can be supported by evidence from the drawings? 4. After reading pages 305-309 in The Record of Mankind, ask students to list reasons why the Industrial Revolution began in England. 5. (Based on Activity 4. above). a. What were some of the parent inventions that were critical to the birth of the Industrial Revolution? b. What were some of the inventions critical to the revolutionizing of the textile industry in England?
II. ECHANIZED FACTORIES.	B. The student will explain the changes in the demand for labor that followed the Industrial Revolution.	1. After reading "The Development of Capitalism" in The Record of Mankind, ask students to discuss how the following factors affected the diverging roles of laborers and entrepreneurs: a. Limited rewards of the system of "putting out." b. Expense of complicated machinery. c. The factory system accentuated the inequities inherent in the "putting out" system. d. The depersonalizing effect of the division of labor. e. Workers, while "politically" free, became "economic" slaves. 2. Encourage class discussion by submitting this hypothesis:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		The Industrial Revolution in many instances made possible the complete subjugation of the working poor because once uprooted from the land they faced starvation if their jobs at the factories did not continue. 3. After reading "Changing Conditions of Work" in The Rise of Organized Labor, ask students to comment on the theory that both organized labor and organized management can harm the public welfare ---a fear voiced by Adam Smith. 4. Ask students: a. What is paternalism? (positive and negative attributes) b. What was a guild? c. What is a journeyman? d. What is an apprentice? 5. After reading "Why Do Workers Organize," pages 16-22, in The Labor Movement in the United States, ask students to offer evidence to support or refute the following: a. Despite the competition of the mechanized factories, craftsmen continued their tradition of paternalism toward their journeymen and apprentices. b. Competition from the mechanized factories permanently altered the relationship between crafsmen and their journeymen and apprentices. 6. Looking at the pictures on page 21 of The Labor Movement in the U.S., ask the students:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. What type of industry is portrayed? b. Why are the workers women? c. Who is the man standing in the background? d. Evaluate the working conditions based on the evidence in the picture. Is it a typical example for the industry? e. Speculate on reasons why the women have taken the jobs shown in the picture. 7. With assistance from another teacher or a student, prepare a tape recording of "Mr. Livermore's Testimony" in <u>The Rise of Organized Labor</u>. Ask students to submit evidence after listening to the tape which assists in determining: a. If Mr. Livermore's concern for the health and well-being of his employees was humanitarian in origin. b. If Mr. Livermore was correct in believing his employees were content. c. If Mr. Livermore's reason for stating that long working hours were not harmful to his employees was realistic. 8. Show the film: <u>The Rise of English Socialism</u>.
III. IVING CONDITIONS.	C. The student will investigate the living conditions of labor following the Industrial Revolution.	1. After reading "The Humane Factory" in <u>The Rise of Organized Labor</u>, ask students to: a. Evaluate the accuracy of the title of this essay. b. Explain why Samuel Slater employed children in his mill. c. What factors accelerated the growth of textile factories in the U.S. during the first half of the 19th Century? d. Discuss the "company rules" which the reading selection attributes to Lowell, Mass. mills ---

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		was such paternalism commonplace during this era? What effect might this attitude have upon employees? 2. With assistance from another teacher or a student, prepare a tape recording of "The Mule-Skinner's Testimony" in The Rise of Organized Labor. Play the tape for the class and elicit responses: a. How did the Mule-Skinner's economic condition affect the health of his family? b. Would the Mule-Skinner be a likely prospect to recruit for a protest against the factories? c. What type of future could be predicted for the Mule-Skinner and his family? 3. Contrast the Mule-Skinner's testimony (Activity 2. above) with the testimony of Mr. Livermore (Activity 7. for Objective 2. above). 4. After looking at the Winslow Homer drawing of workers leaving a textile factory in the 1870's (reproduced on page 10 of The Rise of Organized Labor and page 16 of Modern Trade Unionism), ask students: a. What attitudes appear to be reflected in the faces of the workers? b. Why do the women and children outnumber the men? c. What speculations about the working conditions in the mill (portrayed in the background of the drawing) can be defended? d. What is the significance of the stream of water flowing in front of the mill?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Book reports on the novel The Jungle by Upton Sinclair. 6. Compare the illustrations on pages 4, 5, 6, and 7 of The Rise of Organized Labor. What do they reveal about the working conditions of their time? 7. Elicit student responses after viewing the illustrations on pages 10-11, 14, and 28 of The Labor Movement in the U.S. What kind of future awaited the boys portrayed in the illustrations? 8. Prepare and play a tape recording of "Child Labor in the Coal Mines pages 12-13 of The Labor Movement in the U.S. Play the tape for the class. After the students have viewed the illustrations on pages 18 and 20 of Modern Trade Unionism, ask them to discuss the evidence presented in the tape and illustrations. 9. Contrast the working conditions portrayed in the illustrations used in Activity 8. above with the illustrations on page 12 of Modern Trade Unionism. 10. Show the film: The Roots of Labor Unions.
X. OALS OF BUSINESS.	D. The student will analyze the motivations and activities of selected 19th Century businessmen.	1. Discuss the values represented by the quotes in "Attitudes of Business Leaders," The Worker and Social Change: The Pullman Strike. How did labor fare under the management of such men? 2. Contrast the attitudes revealed in the quotes utilized in Activity 1. above with the attitudes espoused by President Lyndon B. Johnson in Section 3. of Comparative Economic Systems.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Read "The Laissez-Faire Policy," pages 318-319 of The Record of Mankind. How did the advocates of this policy describe its effect upon society? What was the role of government according to the advocates of this policy? 4. Class reports on the lives of influential American businessmen: a. Cornelius Vanderbilt b. Jay Cooke c. Jay Gould d. Andrew Carnegie e. Pierpoint Morgan f. John D. Rockefeller g. Jim Fisk h. James Hill 5. Contrast the living conditions illustrated in the photographs on pages 32, 34-35, and 37 of The Labor Movement in the U.S. 6. Prepare and play a tape recording of the first person description of the working and living conditions of the urban working class in the early 20th Century (pages 29-33) and contrast with the luxury of the leisure class described on pages 33-39 of The Labor Movement in the U.S. 7. Prepare and play a tape recording condensation of Matthew Josephson's forward to The Robber Barons. 8. Assign selected readings in The Robber Barons. Students can give class reports based upon readings in The Robber Barons.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. Compare the attitudes of 19th Century American businessmen (as reflected in The Robber Barons) with the theories of Adam Smith and Joseph Schumpeter as presented on pages 11 and 61 respectively of An Introduction to the American Economy.

GOAL #3: THE STUDENT WILL DESCRIBE THE ORIGINS AND ORGANIZATIONAL GOALS OF THE KNIGHTS OF LABOR, THE AMERICAN FEDERATION OF LABOR, AND THE CONGRESS OF INDUSTRIAL ORGANIZATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
RGANIZATION OF ABOR UNIONS.	A. The student will discover causes of labor union organizing in the U.S. during the 19th Century.	1. Encourage students to develop a class definition for collective bargaining. The class may develop several definitions which can be reproduced and copies provided to the students. Later in the course the students can compare their definitions with other definitions--i.e., a management representative's definition for collective bargaining vs. a union organizer's definition, etc. 2. After reading Unit 22, "The Logic Behind Collective Bargaining" in Industrial, Labor, and Community Relations, ask students to: a. Outline a brief history of the Employment Contract. b. Discuss the "Conspiracy and the Contract" attitude toward collective bargaining. (NOTE: Refer to summary of the legal charges in the 1806 Pennsylvania case of Commonwealth vs. Journeymen Cordwainers on page 41 of The Labor Movement in the U.S.). c. Explain why wages and apprenticeship programs have been traditional stakes in collective bargaining. d. How were the problems of wages and apprenticeship programs in collective bargaining situations accentuated following the initiation of assembly line production methods? 3. After a class report by a selected group of students on Chapter 2, "The Seedtime of Unionism" in Toil and Trouble: A History of American Labor, encourage class discussion on the Philadelphia Cordwainer's (shoemakers) Strike of 1805: a. Was this dispute typical of labor unrest of

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		that time? b. How did this dispute provide an indication of future labor activities? Future management activities? 4. Using the "Lessons that American Labor Movements have learned from history..." listed on page 5 of The Labor Movement in the U.S. as a guideline, ask the students to discuss the historical basis for the phrase - "From Revolution to 'Bread and Butter' Unionism." 5. Using the "Laborers Wanted" poster reproduced on page 21 of Modern Trade Unionism, ask students to discuss how the growth of unionism was both stimulated and comlicated by the influx of immigrants to the U.S. 6. Show film: Labor Movement: Beginnings and Growth in America.
I. NIGHTS OF LABOR.	B. The student will describe the philosophy of the Knights of Labor.	1. After reading the section entitled "Industrial Warfare: The Law of the Bomb and the Gallows" in The Labor Movement in the U.S., ask students to develop hypotheses about how the failure of the National Labor Union influenced the goals of the Knights of Labor. 2. Provide class with extracts from the National Labor Union Constitution (see page 3 of Ferment in Labor). Can this document be accurately described as the "credo of American Labor?" Ask students to provide evidence to support their opinions. 3. Student reports on the founding and goals of the Knight of Labor.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Class reports of the lives of William Sylvis, Uriah Stephens, and Terence V. Powderly. 5. Class reports on the attitudes and platform of the National Labor Union (pages 6-19 of Ferment in Labor), including: a. Trade Unions b. Female Labor c. Negro Labor d. Political Activity 6. Class discussion on the preamble to the Constitution of the Knights of Labor (1878) reproduced on pages 20-22 of Ferment in Labor. Ask students to list goals for labor outlined in this preamble. Compare these goals with those of the National Labor Union considered in Activities 2. and 5. above. 7. Ask the students to develop possible explanations for the ultimate failure of the Knights of Labor.
II. MERICAN FEDERATION F LABOR.	C. The student will propose reasons why the American Federation of Labor proved to be more durable than the Knights of Labor.	1. Develop a class definition for the term trade union. 2. Ask students to analyze the "Peace Treaty Offered to the Knights of Labor," page 33 of Ferment in Labor. 3. Class reports on the lives of Adolph Strasser, Peter J. McGuire, and Samuel Gompers. 4. Using the list of goals for the Knights of Labor developed during an earlier activity, ask students to compare these goals with those of the American

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Federation of Labor (pages 24-26 of The Rise of Organized Labor). 5. Ask students to develop and defend hypotheses about why the AFL's attitude toward politics was more restrained than that of the KL. What were the relative merits of each position? 6. Ask the students to list the types of trade unions which most readily accepted the organizational goals of the AFL? Did the limitation of membership to trade unions limit the possible influence of the AFL in certain industries? 7. Class discussion on why the concept of federalism was the cornerstone of the AFL. Why do many observers feel that it eventually became a stumbling block in certain industries? 8. Show film: The Rise of Organized Labor.
III. ONGRESS OF INDUSRIAL ORGANIZATIONS.	D. The student will describe organizational problems within U.S. labor movement which led to the development of the Congress of Industrial Organizations.	1. Class reports on the Industrial Workers of the World. 2. Class discussion on the possible effect of IWW poems and songs upon labor organizers and potential union members (selected poems and songs reproduced on pages 75-79 of Ferment in Labor). 3. Ask class to provide evidence to prove or disapprove the hypothesis: The IWW revealed serious weaknesses in the AFL which the Congress of Industrial Organizations would seek to rectify. 4. Class reports on the lives of John L. Lewis.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Phillip Murray, and Walter Reuther. 5. Ask students to develop a list of weaknesses in the AFL as presented in "Wanted: A Labor Movement" in Ferment in Labor. 6. Which industries were more readily suitable to the organizational goals of the CIO rather than the AFL? Why? 7. Ask students to compare the "horizontal" organization of the CIO with the "vertical" organization and discuss the relative merits and disadvantages of each. 8. Ask class to discuss conditions which led to the merger of the AFL and the CIO in 1955. (Material presented in Chapter 5 of An Introduction to the American Economy can be used as a basis for this discussion.)

GOAL #4: THE STUDENT WILL EXAMINE THE MAJOR LEGISLATIVE ACTS CONCERNED WITH LABOR-MANAGEMENT RELATIONS AND THE ROLE OF U.S. COURTS IN PROVIDING GUIDELINES FOR THE SETTLEMENT OF LABOR DISPUTES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
XIV. WEAPONS OF LABOR.	A. The student will critically discuss the weapons of labor and management.	1. The students will define selected methods used by labor to achieve its demands: closed shop, union shop, agency shop, dues checkoff, open shop, strike, picketing, boycott, union label, slowdown, political action, etc. 2. The students will define selected methods used by management to combat, or restrain, the activities of labor unions: company unions, yellow-dog contracts, blacklists, lockout, injunction, right-to-work laws, political action, etc. NOTE: Chapter 5 of An Introduction to the American Economy provides useful information for Activities 1. and 2. above. 3. Student research (press, TV, personal examples, etc.) to discover contemporary examples of the weapons of labor and management in action. 4. After reading "The Striker's Life" in Ferment in Labor, ask students to discuss the critical organizational problems which must be solved to maintain a strike. What role does morale play? 5. If students have personal knowledge of a strike, have them give a class report. Encourage student discussion on the attitudes of labor and management which seemed to be revealed in the student's report. NOTE: If a strike, locally or nationally, is in progress during the time of the course the teacher should try to utilize it as an immediate example of the goals, techniques,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		etc. of labor and management discussed during the course. 6. Compare the "Case of Jeff Sargent" and the "Case of Joe Scheiker" in The Rise of Organized Labor. What examples of the weapons of labor and management do these articles provide? Compare the situations described in these articles with the situations discussed in Activity 5. above.
IE STRIKE.	B. The student will analyze the Pullman Strike of 1894.	1. Ask students to describe life in the model community founded in Chicago in 1880 by George Pullman. 2. Ask students to describe the conditions that led to the Pullman Strike. 3. Class reports on the life of Eugene V. Debs. What role did he play in the Pullman Strike? 4. Ask the students to describe the chronology of events from June 26, 1894, that illustrate the main issues of the Pullman Strike. 5. Ask students to evaluate the role of government (state and federal) in the settlement of the Pullman Strike. NOTE: A concise report on the Pullman Strike is presented in The Rise of Organized Labor. A more complete report, including extensive quotations from original sources, is provided in The Worker and Social Change: The Pullman Strike of 1894. 6. Selected students can research and give class re-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		ports on some of the major strikes in American labor history. 7. Have the students play the simulation game, Strike, (A simulation of late 19th Century labor-management relations).
I .BOR LEGISLATION.	C. The student will describe the effect of selected federal labor legislation in the U.S. prior to 1930.	1. Student reports on the Sherman Anti-Trust Act: a. Main provisions. b. How did it affect labor-management relations? 2. Student reports on the Clayton Anti-Trust Act: a. Main provisions. b. How did it affect labor-management relations? 3. After reading "Labor in the Twenties-Welfare Capitalism" in The Labor Movement in the U.S., ask students to describe economic and political conditions in the U.S. during the 1920's which slowed labor union growth. 4. Show film: Philosophy of Rugged Individualism (Herbert Hoover).
	D. The student will describe the effect of selected federal labor legislation in the U.S. since 1930.	1. Show the film: Screen News Digest (1932). 2. Student reports on the Norris-LaGuardia Act of 1932. a. What was the effect of making yellow-dog contracts unenforceable in federal courts? b. Why is this legislation often called the turning point for labor in the U.S.?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. After the reports in Activity 2. above and reading "The Norris-LaGuardia Act" in Ferment in Labor, encourage class discussion. 4. Ask students to explain the three most important provisions-from labor's point of view- in the National Industrial Recovery Act of 1933. (pages 110-111 of Ferment in Labor): a. Right to organize and bargain collectively. b. Company unions. c. Maximum hours and minimum pay standards. 5. Why is the National Labor Relations Act (Wagner Act) often called the Magna Carta of labor? 6. Student reports on the functions of the National Labor Relations Board followed by class discussion of the current activities of the NLRB. 7. Student reports on the Fair Labor Standards Act of 1938. Class discussion on the current maximum hours and minimum wage laws. 8. Call upon students to develop hypotheses and present supportive evidence concerning the historically different attitudes toward labor legislation displayed by the federal and state governments. 9. Ask students to discuss the impact of the Taft-Hartley Act of 1947: a. Why is it often called a turning point in federal labor legislation? b. What is the "cooling off period?" c. What are "right-to-work laws?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Student reports on the Landrum-Griffin Act of 1959: a. Reform for corrupt unions. b. Control over union finances. c. Restrictions on qualifications for union leadership.
		11. Conduct a class debate. Selected students can assume the roles of labor and management and debate the merits of the Taft-Hartley and Landrum-Griffin Acts. NOTE: Public Policy Toward Labor is an excellent reference for information on federal labor legislation in the U.S.
XVII THE ROLE OF THE COURTS.	E. The student will discover the evolutionary nature of U.S. legal decisions concerning labor-management relations.	1. Provide the students with copies of "Collective Bargaining 1903" by John Mitchell and "Liberty or Unions 1894" by James P. Boyd (available in Problems in American History) and ask them to develop lists of concepts which were advocated by pro and anti labor groups in the U.S. at the beginning of the 20th Century. A class discussion should follow this exercise.
		2. Provide students with extracts from "Injunctions in Labor Disputes" in Proulems in American History and ask them to develop lists of the concepts whic seem to be pro and anti labor. A class discussion should follow this exercise.
		3. The teacher, or advanced students, can extract material on landmark legal decisions dealing with

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		labor management cases (using Cushman's Cases in Constitutional Law or another legal text). a. Class discussions similar to those in Activities 1. and 2. above can be conducted. b. Recommended cases: American Communications Ass'n (CIO vs.Douds 339 U.S. 382 (1950) Bailey vs. Drexel Furniture Co. 259 U.S. 20 (1920) Debs vs. United States 249 U.S. 211 (1919) Compers vs. United States 604 (1914) Munn vs. Illinois 94 U.S. 113 (1877) NLRB vs. Jones & Laughlin Steel Corp. 301 U.S. 1 (1937) Slaughter Houses Cases 16 Wall 36 (1873) Steward Machine Co. vs. Davis 301 U.S. 548 (1937) United Public Workers of America vs. Mitchell 330 U.S. 75 (1947) 4. Student reports on contemporary court decisions dealing with labor disputes. Teacher can direct student attention to recent local labor problems. 5. Referring to Activity 6. of the previous Objective (federal vs. state labor legislation) the teacher encourage students to develop hypothesises and present supportive evidence concerning the historically different attitudes toward labor-management disputes displayed by federal and state courts.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Encourage students to develop hypotheses and present supportive evidence concerning the changing judicial attitude toward labor union activity demonstrated by federal courts during the 20th Century. NOTE: Public Policy Toward Labor is an excellent reference source for this Activity.

GOAL #5: THE STUDENT WILL ANALYZE THE TECHNIQUES OF MEDIATION AND ARBITRATION AND EVALUATE THEIR EFFECTIVENESS IN SETTLING LABOR DISPUTES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
/III. IE ROLE OF GOVERN- :NT.	A. The student will describe the process of collective bargaining.	1. Assuming that one criteria for a democratic society is a realistic freedom of contract, ask students to develop a list of conditions necessary for freedom of contract. 2. After referring to an earlier Activity in this course where students developed a definition for collective bargaining, ask students to identify areas where the interests of labor and management often clash in a collective bargaining situation. 3. Referring to Activity 2. above, ask students to list the weapons - and relative advantages/disadvantages - of labor and management in a collective bargaining situation. 4. Using "The Airlines Strike, 1966" in The Rise of Organized Labor as an example, ask students to describe the collective bargaining process. 5. Conduct student debates on collective bargaining - pro and con. 6. Ask students to evaluate the collective bargaining exercise provided in Chapter 5 of An Introduction to the American Economy. 7. Show the film: Wages: A First Look. 8. Show the film: Wages: A Closer Look. 9. Show the film: Collective Bargaining Table.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will critically discuss the process of mediation.	1. Ask students to define mediation and discuss why it is often necessary to utilize a mediator to resolve collective bargaining conflicts. 2. Class reports on the provisions of the National Labor Relations Act of 1935 which established the National Labor Review Board. Class discussion on the responsibilities of the NLRB. 3. Class reports on the role of the NLRB in selected labor-management disputes. NOTE: Teacher should utilize examples from labor disputes in progress at the time of the course. 4. After reading about the labor-management conflict of the Stronghart Manufacturing Co. in Modern Trade Unionism, ask students to discuss the issues involved and to evaluate the actions taken to settle the dispute. What was the role of the NLRB in this dispute? 5. Referring to Activity 4. above (which concerned a single firm - single union bargaining situation), ask students to discuss the different problems that arise when a single firm must bargain with several unions. What different problems exist in industry-wide collective bargaining? (Refer to pages 69-78 of Modern Trade Unionism. 6. Ask students to explain the saying, "As steel goes, so goes the nation."
	C. The student will critically discuss the	1. Ask students to define arbitration (voluntary and compulsory) and to develop lists of situations

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	role of arbitration in settling labor disputes.	which might require arbitration before a labor dispute could be resolved. 2. Ask students to list the basic steps in the arbitration process (Illustrations on page 111 of Industrial, Labor, and Community Relations can serve as stimuli for class discussion). 3. Class reports on the role of federal mediators in the arbitration process. 4. Student report and class discussion on the topic: Since the adoption of compulsory arbitration, the union movement in Australia has grown stronger than the union movement in the U.S. (pages 41-46 of The Pros and Cons of Compulsory Arbitration). 5. Invite management representatives from local industries to attend the class and discuss their experiences in collective bargaining. (Recommend students contact personnel from such industries as Florida Power and Light, Southern Bell, National Airlines, etc.). 6. Invite Business Managers, Organizers, etc. from local unions to discuss their experiences in collective bargaining with the class. (The Dade Federation of Labor (AFL-CIO) can provide assistance in obtaining labor representation.) 7. Ask students to role-play situations provided in The Pros and Cons of Compulsory Arbitration. 8. Class discussion on how public opinion influenced the settlement of the labor-management problems considered in Activities 5. and 6. above.

GOAL 6: THE STUDENT WILL IDENTIFY SIGNIFICANT LABOR-MANAGEMENT PROBLEMS IN THE CONTEMPORARY U.S. AND PREDICT THE ROLE OF LABOR UNIONS IN SOLVING LABOR-MANAGEMENT PROBLEMS OF THE FUTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IX. JTURE TRENDS.	A. The student will investigate the role labor unions may play in his occupational future.	1. Ask students to discuss their future occupational plans: a. Are the anticipated jobs considered to be within the "labor" or "management" area of classification? b. Is membership in a labor union considered part of the job description? 2. Selected students can research the membership requirements of various local unions and report to the class: a. Age and skill qualifications. b. Apprenticeship programs. c. Dues and union benefits. d. Membership responsibilities -- meetings, political activities, requirements for seeking office, etc. NOTE: Recommend selected students personally visit the headquarters of various unions to interview officers, etc. 3. Ask students to prepare a list of occupations that are not currently organized by labor unions: a. Why are these jobs unorganized? b. Can it be predicted that they will be organized at some future date? 4. Selected students can report on labor union activity in local, state, and national politics. (useful information can be obtained from the local of-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		fice of the AFL-CIO Committee On Political Education (COPE).) 5. Using the Teacher's Guide to Comparative Economic Systems, conduct a class exercise on "Solidarity Forever?," pages 149-152. 6. Show film: Preparing for Jobs of the 70's.
	8. The student will describe the impact of technology on the traditional goals of labor.	1. Class discussion on the topic: Automation, using the word in its broadest sense, lurks behind every major strike in the U.S. 2. Class discussion on the topic: Even if automation reduces the number of workers in traditional industries, the number of workers required in the "service industries" will continue to increase. 3. Ask the class to define the term technological unemployment. 4. Student research and class reports on the possible impact of a shorter work week on U.S. industries. Will "too much" leisure time become a problem? 5. Class discussion on the meaning of the phrase -- "Bleaching the blue collar:" a. In what areas are the new jobs developing? b. What has been the effect on labor unions of changing labor requirements and responsibilities?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Selected students can research and give class reports on the tendency of technology to blur the traditional distinctions between the work done by skilled craftsmen and that performed on the factory production line. 7. Encourage class discussion on the often ambiguous relationship between automation and organized labor. (See Part D, Chapter 5 of An Introduction to the American Economy). a. Automation as a threat to labor. b. Automation as a blessing to labor.
	C. The student will examine contemporary conflicts in labor-management relations and determine how they affect the public welfare.	1. Ask students to read "The Role of Profits" in Comparative Economic Systems. Discuss with students the role labor unions play in regard to profits. When workers' salaries are increased, should profits or prices be affected? Why or why not? Should there be a compromise? 2. Ask students to define cost-pull inflation: a. How does management explain the causes of cost-pull inflation? b. How does labor explain the causes of cost-pull inflation? 3. After students research in newspapers and periodicals, encourage a class discussion on the pros and cons of federally enforced wage and price controls in the U.S. 4. After reading Sections 66 and 67 in Readings and Cases in Economics, ask students to discuss:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. How does minimum wage legislation affect even those workers not covered by the law's provisions? b. What are the relative merits of management sponsored cost reduction programs as compared with minimum wage legislation? 5. Conduct a class discussion and exercise on Section 43, "The Rich and the Poor in the U.S." and Section 44, "Summary: Distribution in the U.S." in Comparative Economic Systems. (Useful information and suggestions for classroom exercise can be obtained from the Teacher's Guide for this text). 6. Students report on the Cost of Living Index. 7. Student reports and class discussion on the participation of Negroes in labor unions: a. What role have unions played in obtaining equal employment opportunities? b. What role do Negroes play in the local community's labor organizations? 8. Class discussion on the ramifications of union activity in the public sector: a. Should policemen and firemen strike? b. Should teachers strike? c. Should public employees have the same rights and privileges of employees in the private sector? 9. Show the filmstrip: The Right to Strike. (Emphasis of filmstrip is on strikes in the public sector)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Invite representatives of local "professional" unions to visit the class or encourage selected students to interview them and report to the class. 11. Utilize Collective Bargaining in Public Employment as a basis for analyzing labor-management relations in public employment in Florida: a. Discuss "Subcommittee Findings and Recommendations". b. Discuss selected legal decisions concerned with the public employment sector. c. Analyze statements by major groups and individuals (Chapter 7). d. Based on Activity c. above, ask students to develop lists of opposing arguments. e. Compare the selected public employee laws of other States with those of Florida (Table 1). 12. Ask students to predict the future role of labor unions in the public employment sector. 13. Show the film: Can We Have Full Employment Without Inflation?

APPENDIX

Simulation Materials

Use of simulation materials can enhance student understanding of labor-management conflicts. The teacher can utilize simulation materials throughout the course at his discretion. The following simulation materials are recommended:

ECONOMIC SYSTEM: A simulation of the inter-relationships of various elements in the economic system, including manufacturers and workers. Western Publishing Company, Inc., School and Library Dept., 850 Third Ave., New York, N.Y.

LIFE CAREER: A simulation of certain features of the "labor market" and the "education market." Players work with a fictitious person alloting his time and activities among schooling, a job, and leisure time. Western Publishing Company, Inc.

STRIKE: Phase One is a simulation of the labor-management conflicts facing Americans living with laissez-faire capitalism before the 20th Century began. Workers attempt to organize a union, and management seeks to increase profits. Phase Two deals with contemporary labor-management conflicts. Interact, P. O. Box 272, Lakeside, California 92040.

MATERIALS:

1. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

Amer, Dean S., Readings and Cases in Economics. Boston: Ginn & Co., 1966 (paper).

Coleman, John R., Comparative Economic Systems, An Inquiry Approach. New York: Holt, Rinehart, and Winston, 1968.

Flagler, John J., The Labor Movement in the United States. Cincinnati: McCormick-Mathers, 1970.

Flagler, John J., Modern Trade Unionism. Cincinnati: McCormick-Mathers, 1970.

Gordon, S. D. and Witchell, J., An Introduction to the American Economy. Boston: D.C. Heath, 1967.

Habberton, William, et al., World History and Cultures. River Forrest, Ill.: Laidlaw Brothers, 1966.

Oliver, Donald W. and Newmann, Fred M., The Rise of Organized Labor. Columbus: American Education Publications-Harvard Social Studies Project, 1969 (paper).

Warne, Colston E., Editor, Industry-Wide Collective Bargaining: Promise or Menace?

Boston: D.C. Heath, 1950 (paper).

Wolf, Jerome, Ferment in Labor. Beverly Hills, Calif.: Glencoe Press, 1968 (paper).

ALTERNATE STUDENT AND CLASS MATERIAL:

A. FILMS:

	DADE COUNTY #
Can We Have Full Employment Without Inflation?	1-31274
Collective Bargaining Table	1-31257
Labor Movement: Beginnings and Growth in America	1-13780

The Managerial Revolution	1-31794
The Modern Corporation: Part One	1-31232
The Modern Corporation: Part Two	1-31233
Philosophy of Rugged Individualism (Herbert Hoover)	3-00109
Rise of English Socialism: Part One	1-31483
Rise of English Socialism: Part Two	1-31485
The Rise of Organized Labor	1-13022
Roots of Labor Unions	1-31239
Screen News Digest (1932), Vol. 5, Issue 6.	1-12687
Wages: A Closer Look	1-32186
Wages: A First Look	1-31235

B. FILMS:

Before the Day (Social Security). 15 min., B&W. (Can be obtained from the local Social Security Office.)

Preparing for Jobs of the 70's. Guidance Associates, 29 min., B&W

C. FILMSTRIPS:

The Corporation. Guidance Associates, 2 filmstrips, 2 records, and guide.

Men and Machines: Our Expanding Economy. N.Y.Times, 1 filmstrip, and guide.

The Right to Strike. N.Y. Times, 1 filmstrip, 1 record, and guide.

D. SUPPLEMENTAL PUPIL RESOURCES:

Bakke, Wright E., et al., Labor and the National Economy. New York: Harcourt, Brace, and World, 1967.

Barbash, Jack, The Labor Movement in the United States. New York: Public Affairs Committee, 1958 (paper).

Beebe, Ralph K., The Worker and Social Change: The Pullman Strike of 1894. Lexington, Mass.: D.C. Heath, 1970 (paper)

Bernstein, Irving, The Lean Years: A History of the American Worker. Baltimore: Penguin Books, 1966 (paper).

Bowman, William G., Labor and the National Economy. New York: W.W. Norton and Co., 1965.

Brooks, Thomas R., Toil and Trouble: A History of American Labor. New York: Delacorte Press, 1964.

Brotherhood of Railroad Trainmen, The Pros and Cons of Compulsory Arbitration. Cleveland, Ohio: Brotherhood of Railroad Trainmen, 1965 (paper).

Calderwood, J.D. and Fersh, G.L., Economics in Action. New York: Macmillan, 1968.

Cushman, Robert E. and Cushman, Robert F., Cases in Constitutional Law. New York: Appleton-Century-Crofts, 1958.

Evans, Robert Jr., Public Policy Toward Labor. New York: Harper & Roe, 1965 (paper).

Faulkner, Herald U. and Starr, Mark, Labor in America. New York: Oxford Books, 1957.

Florida, State of, Collective Bargaining in Public Employment. Tallahassee: Committee on Labor and Industry, State of Florida House of Representatives, 1970 (paper).

Gentry, Curt, Frame-Up: The Tom Mooney-Warren Billings Case. New York: W.W. Norton 1967.

Ginzburg, E. and Berman, H., editors, The American Worker in the Twentieth Century. Glencoe, Ill.: Free Press of Glencoe, 1963.

Gompers, Samuel, Seventy Years of Life and Labor. New York: E.P. Dutton and Co., 1925 (Revised 1953).

Josephson, Matthew, The Robber Barons. New York: Harcourt, Brace & World, 1962 (paper).

Leamer, L. and Thompson, D. L., American Capitalism. New York: Council for the Advancement of Secondary Education, 1968.

Leopold, Richard W. and Link, Arthur S., Problems in American History. Englewood Cliffs, N.J.: Prentice-Hall, 1957.

McFarland, C.K., Demand for Dignity: The Rise of Organized Labor. Austin, Texas: Steck-Vaughan, 1970.

Roehm, A. Wesley, et al., The Record of Mankind. Lexington, Mass.: D.C. Heath, 1970.

Sinclair, Upton, The Jungle. New York: New American Library, 1956, (paper).

Stewart, Maxwell, Labor and the Public. New York: Public Affairs Committee, 1960 (paper).

Toffler, Alvin, Future Shock. New York: Bantam Books, 1971 (paper).

U.S. Department of Labor, Bureau of Labor Statistics, Brief History of the American Labor Movement. Washington, D.C.: U.S. Government Printing Office, 1964, (paper).

U.S. Department of Labor, Important Events in American Labor History: 1778-1964. Washington, D.C.: U.S. Government Printing Office, 1964 (paper).